



WICHE

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Common Core State Standards Initiative

- ⌘ Why Common Core?
- ⌘ Adoption status
- ⌘ High-level implementation issues
- ⌘ ELA implementation
- ⌘ Math implementation
- ⌘ Timeline

Reasons for Action

- ⌘ States have set their own expectations that are different from state to state
- ⌘ International and state to state comparisons
- ⌘ Financial crisis
- ⌘ Equity across the system
- ⌘ Clear connections to college and/or career training

Criteria for Standards Development

- ⌘ Fewer, clearer, and higher
- ⌘ Aligned with college and work expectations
- ⌘ Include rigorous content and application of knowledge through high-order skills
- ⌘ Build upon strengths and lessons of current state standards
- ⌘ Internationally benchmarked
- ⌘ Based on evidence and research

Common Core State Standards Initiative

⌘ State-led and developed common core standards for K-12 in English/ language arts and mathematics

⌘ Standards are essential, but insufficient



State adoption to date

As of November 9th, 40 states and DC have adopted the Common Core State Standards:

⌘ Arkansas	⌘ Iowa	⌘ New York
⌘ Arizona	⌘ Kansas	⌘ Nevada
⌘ California	⌘ Kentucky	⌘ Ohio
⌘ Colorado	⌘ Louisiana	⌘ Oklahoma
⌘ Connecticut	⌘ Maine	⌘ Oregon
⌘ Delaware	⌘ Maryland	⌘ Pennsylvania
⌘ District of Columbia	⌘ Massachusetts	⌘ Rhode Island
⌘ Florida	⌘ Michigan	⌘ South Carolina
⌘ Georgia	⌘ Mississippi	⌘ Tennessee
⌘ Hawaii	⌘ Missouri	⌘ Utah
⌘ Illinois	⌘ New Mexico	⌘ Vermont
⌘ Indiana	⌘ New Hampshire	⌘ Washington (provisional)
	⌘ New Jersey	⌘ West Virginia
	⌘ North Carolina	⌘ Wisconsin
		⌘ Wyoming

Macro-level Implementation Issues

- ⌘ Time, money, and commitment to meaningful implementation
- ⌘ Assessment consortia
- ⌘ Accountability system shift
- ⌘ Politics/Elections

State Implementation Issues

Educator development

- ⌘ Change teacher practice to focus on depth of understanding and mastery
- ⌘ Transform throughout continuum:
 - Pre-service
 - Licensure
 - Ongoing professional development

State Implementation Issues

⌘ **Assessment integration**

- State goes beyond summative, not necessarily for accountability purposes
- Assessment literacy

⌘ **Curriculum and instructional materials alignment**

- State role in curriculum development varies

⌘ **State Education Agency role**

- Focus on supporting innovative methods of implementing standards- re-design of accountability
- Way SEA's support and interact with districts

ELA Key Advances = Issues for Implementation

Reading

- ⌘ Balance of literature and informational texts
- ⌘ Text complexity

Writing

- ⌘ Emphasis on argument and informative/explanatory writing
- ⌘ Writing about sources

ELA Key Advances = Issues for Implementation

Speaking and Listening

- ⌘ Inclusion of formal and informal talk

Language

- ⌘ Stress on general academic and domain-specific vocabulary

Standards for reading and writing in history/ social studies, science, and technical subjects

- ⌘ Responsibility of teachers in those subjects

Math Key Advances = Issues for Implementation

Focus and coherence

- ⌘ Focus on a few key topics at each grade level
- ⌘ Coherent progressions across grade levels, which means some teachers will see the content they are used to teaching has been moved to another grade

Balance of concepts and skills

- ⌘ Content standards require both conceptual understanding and procedural fluency

Mathematical practices

- ⌘ Foster reasoning and sense-making in mathematics

Math Key Advances = Issues for Implementation

- ⌘ Focus in early grades on number (arithmetic and operations) to build a solid foundation in math
- ⌘ Evened out pace across the grades
- ⌘ High school math focus on *using* math and solving complex problems, similar to what would see in the real world
- ⌘ Problem-solving and communication emphasized

Intentional Design Limitations & Implications for Implementation

What the Standards do NOT define:

- ⌘ How teachers should teach
- ⌘ All that can or should be taught
- ⌘ The nature of advanced work beyond the core
- ⌘ The interventions needed for students well below grade level
- ⌘ The full range of support for English language learners and students with special needs



Timeline

- ⌘ SY 2010-2011 for planning
- ⌘ SY 2014-2015 common assessments operational
- ⌘ Between now and then...
 - Transitions in assessment systems
 - Phase-in standards
 - Curriculum development and alignment
 - Professional development

CCSSO Implementation Efforts

- ⌘ Six district pilot project
- ⌘ Implementation for ELLs
- ⌘ Parent guides
- ⌘ Accountability Taskforce
- ⌘ Future governance

www.corestandards.org

**COMMON CORE**
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

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Common Standards

Building on the excellent foundation of standards states have laid, the Common Core State Standards are the first step in providing our young people with a high-quality education. It should be clear to every student, parent, and teacher what the standards of success are in every school.

[Learn more »](#)

 **Common Standards**

 **State Adoption**

 **Voices of Support**

Mission Statement

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Common Core State Standards Webinar

Recorded Wednesday, June 30, 2010

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Read the Common Core State Standards